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ABSTRACT

This monograph reviews the faculty teaching the humanities in two-year colleges: their backgrounds and preparation, involvement with inservice training, job satisfaction, attitudes and values, and approaches to curriculum and instruction. Information was derived by an extensive search of the literature. Materials were identified by scanning 34 sets of bibliographic indexes for publications of the past 10 years, along with the catalogues of the UCLA University Library, and by asking association and institutional heads for unreported studies. The preparation sequence leading to a specialized competence is frequently seen as inappropriate for the tasks of teaching in an open-door institution. Holders of doctorate degrees have difficulty in obtaining positions because they are priced too high. Part-time faculty paid at a relatively low hourly rate are being employed in increasing numbers. But opportunities are opening for constructive inservice training. The major foundations and federal funding agencies are becoming increasingly aware of faculty in these institutions. And, most important, a professional consciousness is developing within the faculty as they form their own subgroups within the major disciplinary organizations and seek to take control of the conditions of their work. A bibliography is appended. (NHM)

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The Humanities in Two-Year Colleges

The Faculty in Review

Fall, 1975

Center for the Study of Community Colleges

and

ERIC Clearinghouse for Junior Colleges
University of California
Los Angeles 90024

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Preface

Humanities education in two-year colleges covers a broad field. Faculty, students, administrators and trustees, as well as curriculum and instruction are only a few of the many categories that may be subsumed under this general heading. Much remains to be known about the humanities in this now very large segment of higher education. Who are the people involved? — and to what extent? What relationships exist among the various groups of individuals who teach and learn the humanities? What are the patterns of curriculum and instruction?

This monograph reviews the faculty teaching the humanities: their backgrounds and preparation; involvement with in-service training; satisfaction, attitudes and values; and approaches to curriculum and instruction. Other reviews in this series cover the literature discussing the humanities curriculum and students in the humanities. Information for all three reviews was derived from an extensive search of the literature. Materials were identified by scanning 34 sets of bibliographic indexes (listed in the Appendix) for publications of the past ten years; asking the heads of 77 professional associations and 59 institutional organizations for studies they might have made, but which were not reported in the literature; and by utilizing the catalogues and inter-library loan service of the UCLA University Library. Approximately 800 documents were located and abstracted. In all, the information contained in more than 200 of them is summarized herein and in the previously published papers.

These reviews stem from a project conceived by Arthur M. Cohen and Florence B. Brawer. The literature search was done by Joli Adams and Deborah Crandall, assisted by William Cohen. Ms. Crandall provided the bibliography. The manuscript was drafted by Florence B. Brawer and revised and edited by Arthur M. Cohen. Illustrations are by William Cohen. Publication was coordinated by Sue Schlesinger.

All the reviews are prepared by staff members of the Center for the Study of Community Colleges under a grant from the National Endowment for the Humanities, a Federal agency estab-

lished by Congress to support research, education, and public activities in the humanities. They are disseminated by the ERIC Clearinghouse for Junior Colleges pursuant to a contract with the National Institute of Education. The support of both these agencies is gratefully aknowledged.

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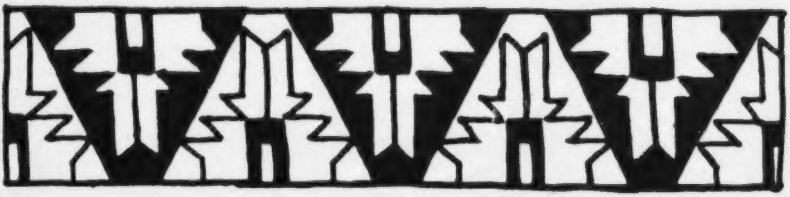


Introduction

At the core of every school – from kindergarten through the graduate institution – lies the faculty. Except for the students' peers, they are the people with whom students have the most contact, the figures who command the most authority by virtue of their positions if not their actual personage. And although they may lament their own impotency in institutional goverance, they exercise powerful positions within their own domain.

Although faculty were typically ignored earlier in written reports about academia – researchers and writers found college presidents and students far more interesting – more recently they have become popular targets of attention. Sanford's *American College* (1962) was the first widely disseminated book that looked at faculty in higher education while Kelley and Wilbur (1970), Garrison (1967), Brawer (1968), and Cohen and Brawer (1969; 1972) addressed the previously ignored community college instructors. Little by little, then, the faculty members, so important to a college's functioning, are being recognized in the literature. Their strengths and weaknesses are noted, orientation to work cited, and functioning as mature professionals described.

Despite the centricity of the faculty, information pertaining to people teaching in particular disciplines is capricious. Much is known about some aspects of the faculty, very little about others. This is not surprising because there are practically no longitudinal data bases on which a researcher might draw. Most reported studies are one-shot affairs: a dissertation or thesis written by a graduate student; a compilation drawn together by a professional

association; a report from a local or state education agency. Each investigator asks his or her own questions, often prepares a unique survey instrument, and defines the sample population in his/her own way. Data are compiled but with little attention to comparability or to the amalgamation of representative profiles.

The dearth of information in many areas and the conflicting and inconsistent reports in others seem to stem from several general problems: incomplete data bases, the still evolving role of two-year colleges, the paucity of analysts addressing two-year college education, and inadequate definition of the phenomena under surveillance. These matters are not peculiar to the study of community and junior colleges but they do loom large in the context of a major literature review.

Nevertheless, in the summer and fall of 1974 we reviewed the literature in order to determine just what is known and what needs to be known about two-year college faculty teaching the humanities. A modest amount of information was disclosed, much of which is embedded in broader studies of faculty in higher education and much that must be inferred from studies of students, curriculum, instruction, and professional relations in two-and four-year institutions. In short, putting together profiles of the faculty teaching humanities in two-year colleges requires that information be separated both from studies of faculty in all higher education and from studies of two-year college faculty in all subject areas.

On the whole, reasonably consistent profiles may be drawn on certain characteristics of the two-year college faculty. For example, the percentage of instructors at each degree level is 3% to 9% doctorates, 65% to 80% masters, 14% to 27% bachelors. These figures also appear to be consistent for humanities faculty in those sub-fields where data are available. When it comes to training and prior experiences, the majority of those involved in teaching college parallel courses were prepared in traditional masters programs at senior institutions and had previously taught in public secondary schools. In-service professional development programs and Masters of Arts in Teaching or Master of Arts in College Teaching programs, which provide another source of training, are not widely utilized by community college personnel.

Some information on professional functioning is also available. Collected reports reveal that the instructor tends not to write or to conduct research; the emphasis is on teaching. The average number of class hours taught by each instructor in the two-year college is 15 to 17 hours per week, compared to an average of 9 to 12 hours per week at four-year institutions. It is not difficult to understand, then, why most documents concur that the community college instructor believes he is overworked. The salary of the average full-time instructor is approximately $12,000 for nine months of teaching.

Few studies yielding a paucity of data are available on what faculty do during their work week in addition to meeting classes for a certain number of hours, and even fewer on the involvement of part-time instructors. Particularly lacking are comparisons between part-time and full-time faculty in terms of preparation, experience, and teaching styles. Yet this topic is significant because the part-time instructor is now represented in the community colleges at an increasing rate; in Fall 1974, in all two-year colleges, there were almost as many part-time faculty as full-timers.

Some disciplines within the humanities receive more attention than others. English is heavily represented in the community college and courses such as music, foreign languages, art, and history are well-represented. One or two courses in anthropology, archaeology, political science, and religion are usually offered; but, ethics, aesthetics, jurisprudence, or linguistics are seldom in the curriculum. Accordingly, much more information is available on characteristics of two-year college instructors in certain fields than in others. The inconsistency of data is marked.

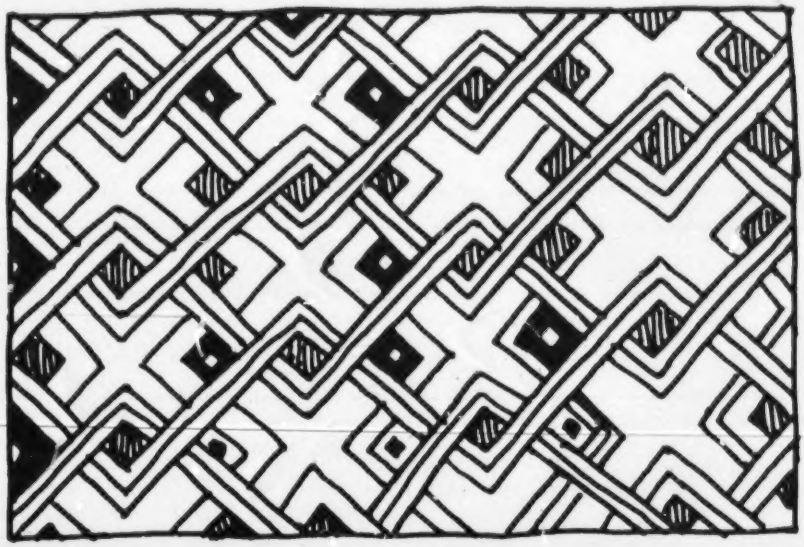
From the documents relating to faculty satisfaction, aspirations, and values, we find considerable indication that two-year college faculty members would prefer to teach in four-year colleges for reasons of increased status, better salary, and a lighter teaching load. But other studies show that only about 30% are interested in four-year college teaching—suggesting satisfaction with their current positions on the part of most instructors. Reports concerning useful types of in-service professional development are also often at variance. Since many community colleges

are at the incipient stage of developing such programs, little effort has been expended to coordinate faculty professional development programs among colleges.

Other reports are concerned with the question of whether or not separate humanities courses should be designed for students in occupational and other "non-transfer" categories. Most faculty and administrators believe that terminal students should not be graduated from a community college without some appreciation of the cultural aspects of mankind. Yet, the terminal students remain barred from such courses either literally or because they cannot — or will not — fit them into their schedules.

The attitudes of faculty members toward various college functions and purposes also appear inconsistent, with the situation regarding interdisciplinary humanities serving as an example. The integrated humanities approach is one answer to the problem of exposing the community college student to the most possible culture in the least possible time. For this reason, faculty members and administrators often recommend it and experiment with it. In practice, however, integrated courses are difficult to organize unless a college is lucky enough to find an instructor well-versed in three or four humanities disciplines.

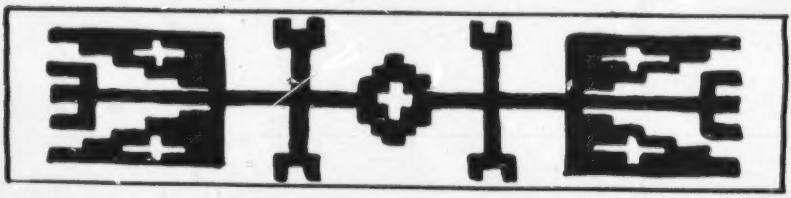
In the following sections the available information is classified and reported under two major categories: faculty preparation, both pre- and in-service; and professional functioning, including faculty attitudes toward curriculum, instruction, and other aspects of their work.



FACULTY PREPARATION

Educational preparation — training, prior experiences, alternative degree patterns, and continuing education — accounts for much of the literature on two-year college instructors. To a great extent, this material is demographic, recounting degrees held, or hortatory, concluding with recommendations for changed preparation patterns that will infuse different skills and attitudes.

Actually, faculty preparation may be viewed as a generic term. It can be a one-time thing or a matter of many experiences scattered over a lifetime. In the first case, the individual follows his baccalaureate training with formal courses leading to the masters, occasionally the doctorate, and in some states, a teaching credential. In the second, the initial sequence of course work is subsequently augmented by institutional in-service training, workshops, and/or return to the university for further courses and possibly another advanced degree. In both, the assumption is made that the individual's attitudes toward his profession, skill in his work, and satisfaction with his career can be modified. But this assumption is rarely tested.



Degrees

Inextricably tied to preparation programs are issues of degree and credentialing. In 1972 Huther found that the percentage of newly-employed two-year college faculty members holding the doctorate hovered around the 7% mark, a figure that has held constant for the past fifty years. In view of this consistency, and noting that the range is from 3% exhibited in a 1971 California study to 8½% found in a 1971 nationwide study, he challenges the notion that people with newly minted doctorates will find positions in two-year colleges. This uniformity is revealed in studies going back as far as 1918 when 3% of two-year college faculty members held the doctorate. The highest number ever reported was 12% in 1963, with studies through the years designating from 6% to 9% of the subject population with the doctorate and 65% to 75%, the master's. The American Council on Education 1972-73 nationwide survey (Bayer, 1973) estimates 94,475 full-time faculty in community colleges, 6230 (6½%) with Ph.D.s, while Blocker (1965-66) reports that in 1966, 7.2% of all two-year college instructors held the Ph.D. or Ed.D. and 73.2% held the M.A. or M.S. These figures agree with Medsker and Tillery's (1971) report of 9% of their sample holding the doctorate and 78%, the masters.

Data from individual states also approach these figures. Iowa reports 3½% of its "college parallel" faculty holding Ph.D.s or Ed.D.s; Hawaii, 6% the Ph.D., 80% the master's, and 14% the bachelor's; Missouri, 8% the doctorate, 65% the master's, and 27% the bachelor's; and North Carolina, 8% the Ph.D./Ed.D.

But while these figures are well established for community college faculties in general, they are seldom available for faculty members within individual disciplines. The exception applies to English instructors who have been surveyed relatively extensively. The National Study of English in the Junior College (Shugrue, 1970), reports 6% of the faculty with the Ph.D. and 84% with the Master of Arts or Master of Arts in Teaching. Erickson (1971) surveyed English instructors in California community colleges to find 7.4% with the doctorate and 86.5% with the Master of Arts degree. Thus, the proportions of two-year college English instructors at each degree level is fairly similar to the proportions of all two-year college faculty.

In studies scattered about several disciplines, we note that 8% of the faculty in 210 community college music departments held doctorates (Belford, 1967), a figure remarkably consistent with other available data – for example, a report on sociology-anthropology instructors in Illinois junior colleges. Although 8% here, too, held doctorates, almost one third of the respondents reported no graduate hours in either sociology or anthropology (Gallen, 1969).

Preparation Programs

Perhaps because this type of information is readily accessible, there is a plethora of literature dealing with degrees. Much less is written about the outcomes of teacher preparation programs. Whereas the masters has typically been considered the most useful

degree for the two-year college instructor and the Ph.D. or Ed.D for the four-year college/university professor, these degrees have become suspect in several instances. In fact, "The concerns of the various people who express dissatisfaction with teacher preparation sequences are far ranging. The programs, they say, are ill-conceived, fail to address the junior college as a unique institution, do not enhance the teachers' feelings for – or humanitarian treatment of – students, bar members of certain groups from entering the profession, and so on. All these contentions have some validity, and they have led to several alternative proposals" (Cohen and Brawer, 1972, pp. 154-155).

Several graduate institutions are currently offering specialized programs for two-year college instructors. Most present the Master of Arts (The University of Arizona, UCLA, the University of Nevada, and Western Washington State College) as opposed to a Master of Arts in Teaching. No matter what degree is finally offered, however, the courses themselves invariably encourage breadth rather than depth in the discipline, offer classes devoted to junior college history and philosophy, and almost always include a supervised internship at a local junior college. Because they intend to prepare teachers for the broad survey-type classes encountered in this post-secondary institution, research and intensive specialization are not emphasized.

Eventually, the current proportion of new faculty coming directly from graduate school may be altered by the increasing number of Master of Arts in Teaching and other masters programs designed to produce qualified community college instructors. For now, however, community colleges tend to hire faculty with experience in the public secondary schools, one indication of the widespread distrust of products of the traditional graduate school. Given a choice, community colleges invariably choose the experienced and time-tested teacher over the person merely holding a degree and/or certificate enabling him to teach. Data from California are illustrative: of 1103 new staff employed in fall, 1974, 14.8% came directly from secondary schools and only 1.1% from community college teacher preparation programs (Phair, 1974).

Nor is the traditional college or university teaching assistantship typically considered adequate experience for community college teaching. The ACE 1972-1973 survey of faculty shows

that only 30% of two-year college instructors had been teaching assistants as compared to 46% of four-year college faculty members. In Florida junior colleges 54% of the faculty currently teaching previously had taught in the high schools, 23.4% had taught in four-year colleges, and 22.4% had been graduate assistants. Again these figures are consistent with those reported by Medsker and Tillery (1971) who found that 33% of the faculty surveyed came from the public schools, 22% from graduate schools, 10% from business and industry, and 11% from four-year college teaching.

To be pertinent, pre-service programs must be based not only on an understanding of special needs but must account for regional problems and characteristics. Symes (1971) points out that masters' degree programs for potential junior college instructors should include, in addition to specific training for this type of institution, a focus on the peculiarities of other institutions in certain areas. In recommending changed preparation sequences, Good (1968) suggests that a person preparing to teach in a Kansas community college have 23 hours of course and thesis work in a major department; a seminar in college teaching to be organized and implemented by a team of graduate faculty members and to include consideration of characteristics of college students; instructional methods, curriculum, and current issues in higher education; an internship to provide experience in teaching at the junior college level under joint supervision of selected colleges and Kansas State Teachers College graduate faculty members; and a course on the history, purpose, and characteristics of the two-year college in American education. This type of integrated program has been recommended elsewhere but it is not frequently installed. As recently as 1973, a Texas Senate Interim Committee on Public Junior Colleges revealed the almost total absence of programs specifically designed to prepare teachers for two-year colleges. Drawing heavily on reports issued earlier by Shugrue (1968), Worthen (1968), and others, a group meeting at the University of Texas recommended an interdisciplinary program that would draw from the various education departments as well as from speech, psychology, philosophy, and English (Huff, et al., 1974).

In order to redress certain deficiencies, a conference of junior college humanities instructors in Minnesota proposed that faculty

members be sent to other colleges around the state or country to observe programs and teaching methods, that an internship program should be organized, and that money and time should be made available to instructors who wish to take additional courses (Moen and Stave, 1968). A junior college center organized to house audio-visual materials and to sponsor workshops and conferences was proposed, and each member of the group noted things he would like to see happen in order to change himself, his courses, and education at large. Although none of the 25 items generated in this list was particularly original or useful – or even specific – many of the participants felt that special education courses are not suited to junior college teachers, that more practical applications should be introduced, and that an internship program should be maintained.

The community college holds the greatest job potential for English majors; in fact, of instructors employed in California between 1966 and 1972, approximately 7% worked in the field of English (Phair, 1972). Since this institution does not pressure faculty to publish and is the only area in higher education for which growth is predicted, Moodie (1972) suggested a program especially designed to train community college English instructors: a master's program in English including traditional courses and professional training, as well as an internship and correlative work in cognate courses.

Concerns of people in English with community college teaching are expressed in two reports from the Modern Language Association (MLA) and the National Council on the Teaching of English (NCTE). Worthen (1968) discusses an NCTE-sponsored survey that found the present image of English in the university to be a means for training English majors rather than for developing teachers. And Shugrue (1968), reviewing the many surveys and conferences on the teaching of English, concludes that "the teacher of English at any level should have personal qualities which will contribute to his success as a classroom teacher and should have a broad background in the liberal arts and sciences" (p. 111). Nevertheless, Shugrue points out that "The proper course of teacher preparation in English for the junior and community college teacher has not yet been determined" (p. 135). Few institutions offer graduate programs broad enough to train

both the researcher and the college teacher. One approach might be to combine substantive work in English with broad preparation in the liberal arts, an internship or supervised practice teaching on the junior college campus, and an exchange of faculty between graduate departments and two-year colleges. The director of freshman English in large universities might thus change his role from that of a supervisor of a large staff who plans courses in English composition and literature on his own campus to one as a principal liaison officer between the two-year college and the university department. He would be the person responsible for the transfer of credits and close cooperation with the junior college faculty on the development of curriculum. "What the junior college department chooses to teach will determine for many American colleges and universities the quality of the preparation of the potential English major" (pp. 136-137).

Nearly 30 percent of the 292 respondents to the 1964 National Council of Teachers of English/Conference of College Composition and Communication survey believed they were not adequately trained when they began teaching. Forty-five percent reported that they should have had more training in linguistics, 30% in history of the English language, 12% in composition, 11% in methods, and 10% in content courses outside English. Seventy-nine percent felt their institution encouraged them to take graduate courses in order to earn a higher degree or increase their competence while 17% saw their institution as indifferent and 2% as discouraging. They also indicated that the doctorate – either the Ph.D. or Ed.D. – is not excessively important or significant. While 88% of the instructors believed that training in linguistics is important, only 75% of the chairmen agreed. Some training in semantics was considered important by 80% of the instructors, training in logic by 85%, and training in philosophy or methods by 62% (Weingarten and Kroeger, 1965).

The Education Professions Development Act (EPDA) Fellowships for first year graduate students have also stimulated interest in teaching English in junior colleges. At the end of two years, University of Arizona Fellows – who participate in teaching freshman composition, literature, and humanities – receive master's degrees in English and junior college teaching certificates. If they also meet regular admission requirements, their profes-

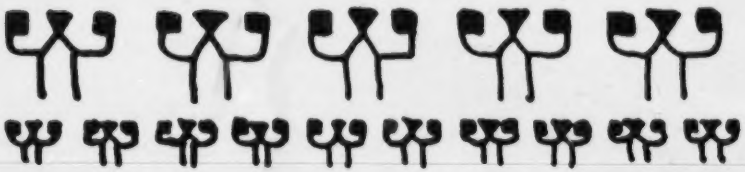
sional degree can be used as credit toward a Ph.D. (*Proposal for a Program . . .*, 1969).

The Arizona program for EPDA fellows is similar to programs at several other universities which focus on students planning to teach English in two-year institutions. In 1969, the University of Nevada and Western Washington State College inaugurated special sequences for this group of students (Sigworth, 1969). Sam Houston State College, East Texas State, Central Michigan University, the Universities of Illinois and Iowa, and the City University of New York all have special preparation programs for two-year college English teachers which include course work as well as internships (Huff, et al., 1974). Several of the Texas institutions had previously developed special, frequently "instant" graduate programs, which were thinly disguised attempts to place graduates who were unsuccessful in finding jobs at more prestigious four-year institutions. But whatever the source or wherever the program, community college characteristics and concerns must be emphasized. This is especially so when survey after survey of graduate English departments and of newly prepared junior college instructors reveals the lack of attention to preparation and teaching composition, lack of instruction on how to teach, and lack of awareness of junior college students (Gaj, 1969).

Recommendations for teacher preparation determined by the Tempe Conference in 1965 presage those suggested in subsequent years: a master's degree in language and literature, intern or teaching assistantship, and additional training in specialized types of instruction (Archer and Ferrell, 1965). Another early survey also revealed a need for specialized programs. Noting that 785 instructors in California taught one or more English classes, Bossone (1964) reported that progress was being impeded by the diversity of practices and policies in teaching English and the inadequate background of training teachers.

The arguments for special training sequences are not limited to English instructors alone. Savignon (1972) points out that since university training reinforces cultural bias against those uninterested in a four-year college degree, it does not well prepare junior college foreign language instructors. And a group of philosophy instructors stated that their graduate education had not

prepared them to teach in the two-year colleges. Whereas the four-year college teacher has other compensations, the instructor in the two-year college is judged on teaching alone, and this often by a non-philosopher superior. To counteract the disadvantages generated by lack of specific pedagogical preparation, Hill (1972) recommends that teacher preparation for philosophers include not only "the ubiquitous (but not greatly beneficial) teaching assistantship . . .", but also a community college internship and eventually full responsibility for a course. Exchange programs between two- and four-year college faculties are also seen as potentially fruitful since they expose graduate teachers to the problems that their students will be facing.



Alternative Degrees

The non-research-oriented Doctor of Arts (D.A.) degree has been proposed as a method of preparing future two-year college instructors. And while many people agree with Toombs' (1973) claims that the "D.A. is a product of university preconceptions rather than of the needs of lower division teaching [and] . . . essentially a preparation for the Ph.D. with an internship loosely attached" (p. 179), the Carnegie Commission on Higher Education (1971) recommends awarding the Doctor of Arts degree for all college teachers and the Ph.D. only for those who do not intend teaching. According to the Commission, "The rapid growth of community colleges and comprehensive colleges will create a

ready demand for persons with the [D.A.] degree" (p. 18). The University of Washington's proposed Doctor of Arts Degree in German, for example, would emphasize ". . . broad knowledge of German civilization in its relevant aspects" (p. 34) and would familiarize the student with pertinent problems in education, psychology, anthropology, and philosophy. Eighteen of the 54 post master's credits may be taken outside the German department and it is suggested that the dissertation represent the student's particular interests in literature, culture, and pedagogy.

In 1968 the Council of Graduate Schools endorsed "in principle" the Doctor of Arts degree, suggesting that it include: the majority of courses in the major field to be taught by the prospective teacher; courses in education; a structured teaching or other appropriate internship; coursework in reading, understanding, and interpreting the results of new research and pedagogical developments appearing in the literature of the field; the development of the student's ability to apply new, significant disciplinary research and teaching techniques; and finally a thesis based on independent investigation of an area in the subject matter field (Carnegie Commission, 1971, pp. 35-37).

And in 1970, while acknowledging that the Ph.D. is not for everyone and urging that generalists (translated as humanists) be allowed to obtain the highest degree, Brennan proposed a Doctor of Arts degree to be completed in four years that would constitute an integrated study program with a definitive purpose. It would include two or two and one-half years of formal coursework; an externship – practical professional experience in a two- or four-year college; a creative intellectual project (i.e., an original play, novel, musical composition); a design for an innovative college course or curriculum, or a series of lectures. While each student would work within "a conventional departmental discipline, his/her program should include courses in related disciplines. This prescription is based on the assumption that classroom exposition of subject matter at the undergraduate level is now overly fragmented and that 'relevant' teaching must lean more heavily on related disciplines. Interdisciplinary studies are especially important in the humanities and social studies . . ." (p. 54).

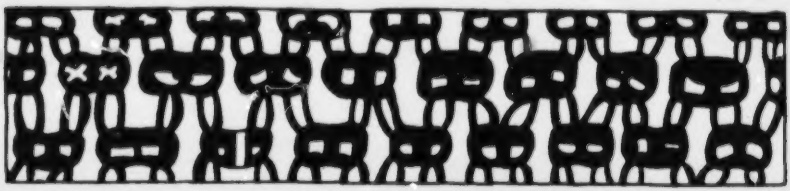
The Foreign Language Instructor

A different degree for the foreign language specialist, the Ph. D. in Foreign Language Education, is offered at the University of Texas in Austin. This sequence includes courses in the literature of two native languages; a study of the cultures of the language areas; structural, descriptive, and comparative linguistics; and psychological and social linguistics (Michel, 1970). Again, breadth rather than specialized research competence is the focus.

A somewhat different program for foreign language instructors is built on *Area Studies* to explore "the social, political and historical identity of [a] particular language group, . . . [and] offer a meaningful alternative to the literary period and genre courses which now prevail. With this kind of background the teacher will be ready to illustrate the 'hows' and 'whys' of everyday life and thought in the foreign culture, providing students with a unique opportunity for experiencing cultural diversity" (Savignon, 1972). However, the feasibility of such a curriculum was questioned by Karr (1972) who reported that 33% of Washington State foreign language instructors in two-year colleges felt that new programs should not be established because there are already an abundance of candidates from whom to choose.

The Master of Arts in College Teaching program at the University of Tennessee (funded by the Ford Foundation) is illustrative of other new programs for foreign language instructors. Candidates for the degree in the department of Romance Languages are required to take a major in either French or Spanish and a minor in the other language. MACT students take a three quarter

seminar in college teaching which features speakers, field trips, and discussions. This program too has been criticized, this time because it does not include a large number of interdisciplinary courses and is still tied to the departments (Reese, 1967).



A Critique

Much criticism has been given to preparation sequences for two-year college instructors in general, and humanities instructors in particular. The criticism is stated succinctly by O'Banion (1972a): "Although the American Association of Junior Colleges estimates that there are approximately 100 graduate institutions which offer programs that include the preparation of junior college faculty, there is little evidence to suggest that these programs are adequate for the task. Too often a single course is titled The Junior College, and this course is the total experience of those who graduate from these 'specialized' programs. The English instructor takes the same sequence of literature courses as the Ph.D. candidate — and a course in 'The Junior College' . . . [which] is often taught by a professor who has had no experience in and has little understanding of the community college" (p. 122).

Recommendations invariably suggest new courses, new degrees, or new patterns of internships, but warning and hesitation also prevail. Participants in a 1968 AAJC conference on faculty preparation, for example, failed to approve a proposal for an additional year of training beyond the master's, suggesting that this model ". . . might distinguish two-year college teachers from

secondary school members but would not give them the status or preparation of four-year faculty members" (*Preparing Two-Year College Teachers for the 70's*, 1968, pp. 12-13). And Blocker (1965-66) suggests that junior college instructors actually are better trained than those teaching comparable courses in four-year institutions; an argument based on the fact that practically all two-year college teachers of "college level" courses hold at least a master's degree whereas in the four-year college or university sizeable numbers are taught by teaching assistants who have not yet attained a graduate degree.

Many questions remain unanswered, particularly the question of purpose. Will the revised programs lead to better teaching (i.e., more student learning)? Will their chief functions be to socialize the incipient faculty member to the institution wherein he will labor? Although the questions may be related, few commentators attempt to spell out the relationships. Most are content to make a plea for revised programs that better "meet student needs" or lead to "understanding of the unique characteristics of two-year colleges."

One blatant omission in most reports is the failure to consider the part-time faculty. Yet this group is the most rapidly growing segment of the faculty. Some accomodation to preparing them will have to be made. And it will have to come through in-service training.

In-Service Training

Although many authors agree that in-service training is needed not only for part-timers but for all instructors, there is no

consensus on its most useful forms. In its broadest definition, in-service training includes all those aspects of the instructor's environment that are subject to influence by the college and that are presumed to have an effect on his/her professional functioning. These include sabbatical leaves, college-sponsored workshops, instructional development grants, faculty retreats, and so on. Using this definition, it is easy to see why there is little agreement on effectual forms – anything and everything may potentially enhance the instructor's work.

Nevertheless, a rundown of some recommendations regarding in-service training is in order. Faculty exchange programs are advocated frequently, either among junior colleges or between two- and four-year institutions, but implemented only to a limited extent; their usefulness as learning experiences thus remains unverified. About all that can be said for certain regarding faculty exchange is that it allows instructors to perceive working in a different milieu. Whether this changes behavior in the long run is questionable, but it does seem to affect personal satisfaction.

Workshops organized under college auspices, with or without the participation of neighboring graduate institutions, are also often recommended. This form of in-service training received a boost in the late 1960s and early 1970s when the Education Professions Development Act made several million dollars available. In 1971 alone nearly five million dollars was awarded by EPDA for 77 different projects sponsored by or open to two-year college faculty members. The National Science Foundation similarly funded numerous cooperative workshops organized around the disciplines in the sciences.

The main point to be considered in any discussion of in-service workshops is that instructors themselves typically insist on being involved in planning the exercise. If outsiders are to be called in, the instructors want to decide who shall be invited. They want to have a say in the content of the program as well. And they usually want training in the latest developments in their own discipline, not in methods of teaching or in philosophical bases of the two-year college.

Taking courses at a graduate school has always been an important area of professional development for the practicing in-

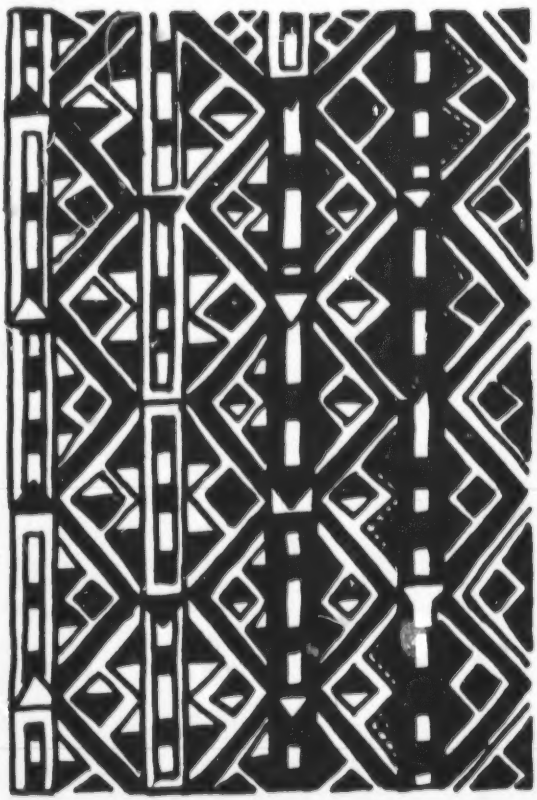
structor. Many colleges make funds available for released time for this purpose, and negotiated agreements between college districts and faculty groups frequently spell out the amount of funds and the terms for selecting who shall be eligible for them.

Graduate education for instructors is also funded extramurally. The National Endowment for the Humanities provides stipends for summer workshops in nearly all disciplines within the humanities as well as fellowships for year-long study in some of the areas. Portions of these grants are earmarked particularly for two-year college instructors. Summer workshops have also been organized under the auspices of other agencies; the Danforth Foundation's Community College Institute is notable as an example. Nevertheless, two-year college instructors have a long way to go in catching up with their four-year college counterparts in fellowships and scholarships. The ACE 1972-73 survey revealed that half the faculty in senior institutions had at some time been awarded stipends amounting to $1,000 or more, whereas only 27% of two-year college instructors had received such awards.

The design of graduate courses particularly for two-year college instructors teaching humanities is quite recent. And even now the graduate school-sponsored courses in how to teach one's discipline to the heterogeneous population that is the two-year college student body is rarely seen. Most courses allow the instructor to learn of the latest discoveries in his discipline or to pick up some specialty within the discipline that he missed in his pre-service sequence. But the instructor is still faced with the problem of syllabus construction, media selection, student assessment procedures, and other necessary characteristics of a pedagogy that would translate disciplinary structure into student learning. Further, the chance to be paid for taking classes is not often open to part-time instructors who rarely share in any of the college's fringe benefits.

In-service training also suffers from lack of evaluation. One study that did analyze in-service instructional improvement activities was conducted by Jones (1972). Of 500 faculty members in 25 California community colleges surveyed, 276 respondents cited activities judged either useable or insignificant. Considerable variation regarding consultations, conferences, evaluation by others, evaluation by self, workshops, and committee study

groups was seen by instructors in the various disciplines. Nevertheless, hopeful notes are struck by the availability of courses for practicing instructors and the recognition that in-service training is a necessary adjunct of professional functioning.



PROFESSIONAL FUNCTIONING

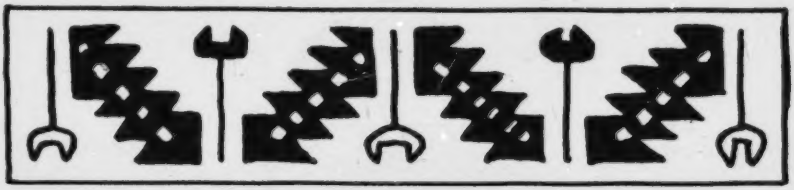
The two-year college instructor works in an institutional milieu that impinges on all aspects of his/her role. Colleagues and administrators maintain certain expectations. Students exercise an influence stemming from their own interests and capabilities. Institutional salaries, perquisites, physical facilities — all affect professional functioning. Here we discuss some of these influences, particularly opportunities for research, salaries, workload, and the relationships between the various disciplines in the humanities and the discipline of instruction.

Research

The matter of faculty research and writing can be closed quickly. Community college instructors are not expected to publish or do research and, for the most part, they do not. The ACE 1972-73 survey of two- and four-year college faculty members revealed that 86.8% of the two-year college respondents had published nothing in the previous two years, compared to 57.3% of the total group. It also found that fewer community college instructors felt they needed better research facilities or more time for research. In addition, both two- and four-year college faculty members agreed that publishing should be considerably less important in the community college than in universities.

It is quite obvious that community college instructors of English write and publish more than their proportion of articles in journals and magazines. Perhaps a full quarter of the material we found relating to humanities in the two-year college has been written by English instructors about their courses and about their specific problems. Running a close second in this area are two-year college foreign language instructors. The other disciplines are far behind, with only an occasional article appearing in each subject field.

On the other hand, there are many individual cases where two-year college instructors have done research and published their findings. *College Composition and Communication* includes numerous articles emanating from two-year colleges, as does the *Community College Social Science Quarterly*. The articles published in these journals frequently relate to problems of teaching, the area of concern deemed most appropriate for a two-year college instructor's research emphasis.



Salaries

Much information is available on salaries paid to instructors. Data for Missouri, Georgia, and Florida show that the average salary for full-time community college instructors ranges from $10,000 to $11,000 for nine months of teaching – approximately $2,000 to $4,000 less than the average for four-year college instructors. However, only one nationwide study gives a breakdown for part-time instructors who earn, according to Kent (1971), $151 to $200 per semester hour taught.

The ACE research report (Bayer, 1973) – which compares faculty in universities, four-year colleges, and two-year colleges – finds that whereas the greatest percent of university faculty (15%) earn $13,600-$15,000 annually, and the largest number of four-year college faculty (19.4%) earn $11,600 to $13,400 annually, 20.5% of the two-year college faculty earn $15,600-$17,500 annually. However, when salaries rise above $20,000, more people are represented who teach in universities and four-year colleges than in two-year colleges. Thus, while the most frequent clustering at a higher salary level characterizes two-year college respondents to the ACE survey, their top is less.

The NEA Research Division's 1972 report on faculty salaries in community/junior colleges was the fifth in a series that covered salary schedules in two-year institutions. More interesting, perhaps, than the actual salaries reported is the fact that at least in the largest public two-year institutions, these are based primarily on academic preparation. The more degrees earned, the higher

the salary; for example, mean minimum salaries for the schools surveyed ranged in 1971-72 from $7,654 to instructors holding the bachelor's degree to $10,556 for the doctorate. Maximum salaries for the same degree categories were $11,487 and $15,674.

The fact that salaries are related to degrees earned suggests a reason why doctoral degree holders may be less than welcome in two-year colleges – not because they are too research-oriented, but because they cost too much. Huther (1972) points out that a number of presidents responding to a 1971 survey of 312 colleges claimed that ". . . staff with doctorates have not been and will not be hired because of the inappropriateness of the degree and the cost of the degree to the institution in terms of salary" (p. 19). One president wrote that, "Since we have 10 percent of the teaching faculty with doctorates, we cannot afford the luxury of more." Huther notes yet another reason for the undesirability of Ph.D.'s: "Problems with salaries for doctorates may be further complicated by the factor of age. Young people under thirty with doctorates, or even thirty-five normally command salaries that would place them quite high on two-year college salary scales, ahead of older and experienced teachers. . . . Young people with doctorates then present a financial problem to two-year institutions and the potential for a morale problem among older faculty" (p. 19).

A related issue is the question of the person who attends graduate school while employed as an instructor. As long as two-year college salary schedules provide automatic pay increases for people who obtain higher degrees, a sizable percentage of the faculty will work toward doctorates – a fact recognized by Nova University, which, in 1974, enrolled more than 800 two-year college staff members in its National Ed.D. Program. Kent's (1971) study of English instructors in 55 public two-year colleges found that more than half the people surveyed were either doing or had done graduate study. Two-year college salary schedules were devised to attract holders of higher degrees to the institutions as a way of gaining academic respectability and to encourage staff members to continue learning within their professional fields. Now they seem to be at odds with administrators' and trustees' desires to hold costs down.

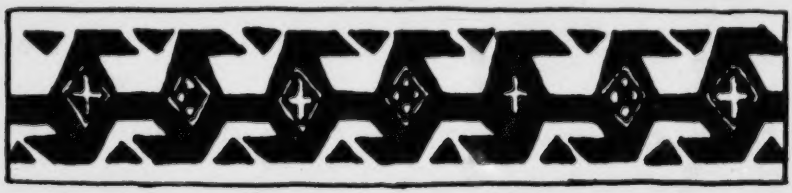
Work Loads

Two-year college instructors spend significantly more time in the classroom than do their four-year counterparts. Using actual class hours as a work indicator is, of course, a limited approach since one instructor may spend more time preparing for fewer class hours than another who is actually in class longer. Thus, the frequent cries of two-year college instructors for reduced work loads tell only part of the story. At the same time, if we deal with averages and assume that more class hours represent more work on the part of the instructor, we can say that typically, two-year college instructors work harder than their university counterparts. It is not surprising, then, that the community college teacher believes he is overworked. When asked by the ACE 1972-73 survey what factors were important in seeking another position, more two- than four-year college instructors indicated preferences for smaller work loads, 33% reported 13 to 16 hours of classroom teaching as compared to only 17% of instructors in all institutions. Fifty percent averaged five or more courses per term with a comparable load for only 20% of those in all institutions.

Two studies by the National Education Association (NEA) suggest that the number of class hours taught has remained relatively constant since 1964. The Fall 1964 NEA survey ("Sampling Study of the Teaching Faculty . . .," 1966) found two-year college faculty teaching an average of nearly four courses and spending more than 17 hours each week in classroom instruction, while the 1971 study (NEA Research Division, 1972) showed a mean normal workload of 17 contact hours and a mean number of three

to four courses taught. Further, faculty members also counseled an average of 28 students. Both the ACE and NEA figures are confirmed by Kent (1971) who found that in 1971 25% of all two-year college faculty members surveyed had a 15 hour teaching load and 37% taught more than 15 hours per week, and by Trent (1972) who reports 70% of all faculty in fifteen two-year colleges spending from 6 to 20 hours per week in class, and another 15% spending over 20 hours.

In 1974 the Association of Departments of English *Statement on Class Size* recommended that college teachers of English spend no more than 12 hours in the classroom; teach no more than 25 students per section of regular composition, 35 students in literature courses, 20 students in remedial courses, and 15 in creative writing; and not be restricted to teaching several sections of the same course nor assigned to prepare more than three different courses in any given semester. Similar recommendations have been made by Shugrue (1970). At the same time, the number of class hours taught by two-year college English instructors is consistent with the average 15 to 17 hours per week found for all two-year college instructors.



Making the Transition

Few available reports parcel out two-year college faculty in the humanities from their broad data bases. Occasionally, however, we can learn about a certain teaching field within the gen-

eral scope of the humanities. Specifically, we have much more information on characteristics of two-year college faculty members of English and music than we have in all other fields combined, and it appears that instructors in these disciplines receive the greatest shock in first entering the two-year college. The English teacher, often trained with a heavy emphasis on literature and criticism, must immediately learn to deal with remedial reading and writing, technical writing, and broad survey-type literature classes. Most articles written on the topic by English teachers and most recommendations submitted at NCTE/CCCC conferences are, therefore, in the form of admonitions to future community college English instructors to prepare themselves for teaching, and suggestions to graduate degree-granting institutions to help them do so.

Neither as vocal nor as well-organized as their counterparts in the English department, two-year college music teachers have similar problems. They, too, receive surprises when they begin teaching in a community college. Trained perhaps as a clarinetist and music theorist, the instructor finds him/herself faced with pianists, guitarists, and students taking music to satisfy degree requirements. The problem is compounded by the fact that many colleges have only one or two music instructors who must direct practice sessions for serious and casual students alike. They often instruct students at all levels of proficiency simultaneously because there are not enough students to fill separate classes of elementary theory, intermediate theory, etc. In addition, they must teach introduction to music, music history, and music appreciation to fill their teaching hours, to the point that they probably have the heaviest teaching load in terms of class hours of any of their colleagues.

Several colleges attempt to attenuate this problem by employing part-time instructors to cover the various musical instruments. Yet, although 57% of the colleges surveyed by Belford (1967) employed part-time personnel to teach in the applied music areas, part-time instructors were employed less often in the areas of theory, appreciation, or instrumental or choral ensembles, and seldom employed to instruct in music history and literature, music education, or composition. Many music faculty members maintain some level of professional performance, either as solo performers

or in ensembles, and approximately one-half of the 419 instructors surveyed engaged in some type of professional publication, even though there was little institutional pressure to do so.

As far as other humanities disciplines, one report was found regarding two-year college instructors teaching religion. Of 182 colleges surveyed in 1970-71, there were on average 1.5 instructors in private institutions and 2.6 and 2.3 respectively in Protestant and Roman Catholic colleges. Religion instruction in two-year colleges has been overwhelmingly offered by part-time faculty – either part-time faculty members in the institution or full-time faculty who divide their teaching responsibility with some other area (Welch, 1972). Of the 313 faculty involved in religious instruction, 108 were employed part-time. And nearly all the full-time instructors combined their work in religion with one or more other fields – usually philosophy, history, sociology, or literature. Since many of these instructors were trained in disciplines other than religion, students who encounter college study of religion for the first time are faced with teachers who have had little advanced study in the field. Occasionally, the practical necessity of joint responsibility has been made a virtue by the development of interdisciplinary courses.

A similar situation exists in anthropology where the majority of instructors are hired to teach other subjects predominately. While 91% of the university instructors teaching anthropology hold their highest degree in that field, only 10 of the 52 two-year college faculty surveyed in California by Lasker and Nelson (1963) held their highest degree in anthropology. Eleven had degrees in sociology or social science, seven in history, five in education, four in psychology, four in geography, and eleven in other fields. Almost all these degrees were the masters, but eight were doctorates and three were baccalaureates.

This discrepancy between academic degree and teaching assignment was further investigated by Good (1968). Of 450 instructors in two-year colleges in Kansas, two percent of the humanities faculty had no undergraduate preparation in their field and five percent had no graduate preparation. Blocker (1965-1966) also bears on this issue when he discusses a 1963 study by Siehr, Jamrich, and Hereford. Of 2,783 new faculty members in 429 public and private two-year colleges in 50 states and terri-

tories, 66.3% taught subjects that agreed with their major (master's degree or doctorate), 22.6% taught subjects agreeing with their undergraduate major, and 9.2% taught subjects not agreeing with either the undergraduate or graduate major.

This situation is in part due to the fact that teaching positions are severely limited in some specializations within the humanities. Of the approximately 3,000 linguists in the United States, for example, only 36 teach in community colleges and all of these people are probably employed to teach English or foreign languages (Hammer, 1974). Of 128 graduates who received doctorates in comparative literature between 1971 and 1973 and who had obtained teaching positions, only four were in two-year colleges. About half the respondents in Chambers' (1974a) inquiry indicated that their degree in comparative literature gave them an edge over those with narrower specializations, but many of the unemployed reported that their degree had actually hindered their chances of employment in the jobs for which they were applying, especially foreign languages.

In a parallel survey of 151 community colleges ". . . chosen at random, but with an eye to geographic and perhaps demographic distribution," Chambers (1974b) found a general receptivity "to hiring teachers in Comparative Literature, when 'Comparative Literature' is taken to mean 'interdisciplinary.'" Chairpersons of English, humanities, language arts, and communications departments indicated they wanted "generalists," that people holding doctorates were "too narrowly specialized." Twenty-seven of 57 institutions indicated they would be most likely to hire instructors with the M.A. or ABD, while 21 others did not rule out Ph.D.'s Only 5 or 6 however – all large community colleges in metropolitan areas – indicated a preference for Ph.D.'s.

The opportunity to teach in one's specialty is not the only limitation imposed on discipline-oriented instructors in the two-year college. They may also feel cut off from the main currents in their field. Lasker and Nelson (1963) report that instructors in anthropology typically lack ready access to current anthropological publications. "Junior college teachers, with their heavy teaching loads, would appreciate detailed course outlines for introductory courses in both physical and cultural anthropology.

In respect to both they would also like to have prepared field and laboratory programs, course bibliographies (with abstracts), and lists of books and journals for purchase by their libraries" (p. 31).

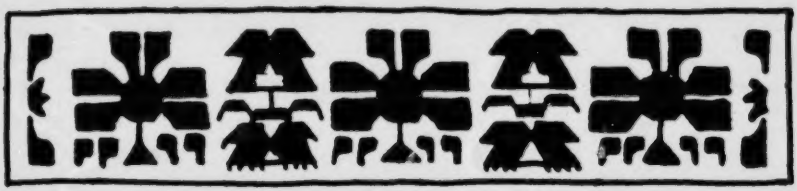
Data specifically about the faculty teaching art history in the two-year college are lacking, but a letter from a former instructor is revealing:

> I can offer you some details of the actual art history programs at _____ Community College, at least through 1972. I was the only full-time art historian on the faculty and I found that my role was generally limited to servicing the most basic needs of the studio programs. I taught a general survey and a survey of modern art. These courses were required of all studio majors, and they were available to other students who needed a 'humanities' credit. A quirk of our system was that the art history survey courses were given a social science course number, so that art students could use them to partially fulfill a state requirement in social science. Non-art students were not allowed to take the social science course credit for these courses. This arrangement was typical to me of the way we were forced to make our programs and curricular structures conform to outside norms and guidelines.
>
> Meeting with colleagues from other community colleges, I got the impression that the service-to-the-studio role for art history was fairly common, and that art history for the general humanities or liberal arts students usually went no further than straightforward survey courses. The most common offering beyond a survey was one of those bogus art-appreciation courses which are not only so superficial as to be actually damaging to one's understanding of art, but were often taught by part-time personnel who had no more training than a museum docent, and who approached the course as a docent does a gallery tour.
>
> On the positive side, I can say that there are many individuals teaching art history at community college schools who do make an effort to break out of the restrictions I describe here . . ." (Minutillo, 1974).

Claiming that the art historian is especially suited to teach interdisciplinary courses because his training included not only art but also technical, political, philosophical, historical, scientific and other material, Minutillo (1972) suggests that "The task of the academic faculty at the community college should shift from building mindless imitations of university offerings to full

participation in the development of whole new courses, approaches, subject matters and resource packages" (p. 7).

Two-year college instructors employed in the other humanities subfields can at least recall taking a course similar to the one they teach and can rely on old textbooks to form the foundation of their teaching. Most history teachers have taken introductory courses similar to those presented in the community college, and art instruction in the four-year institutions is usually eclectic enough so that the two-year college instructor can help future sculptors, painters, or whomever they encounter develop the foundations of their art. It seem that the fields of English, foreign language, and music are hit hardest by the specialized instruction the instructors have received.

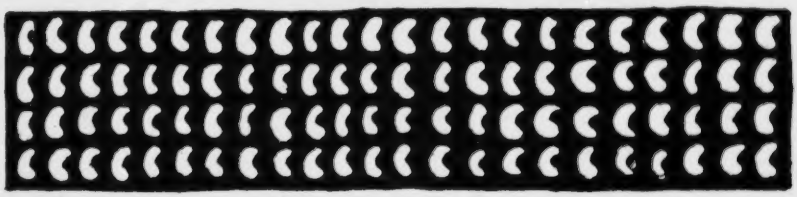


Interdisciplinary Courses

Although the incidence and patterning of interdisciplinary courses are discussed in another monograph in this series, the phenomenon should be noted here because of its bearing on professional functioning. Edwards (1971), studying 107 public two-year colleges in Florida, Georgia, and North Carolina, found that "... the most formidable obstacle one confronts in teaching these courses is simply trying to 'sell' them. . . . The perennial complaint from the teachers is that there is just not enough time to cover such a vast amount of material in some ten to eleven weeks" (p. 18). In a questionnaire sent to 67 colleges that did

not offer interrelated humanities courses, 26 responded that these were not offered because they did not have faculty trained for such courses (an assertion corroborated by Lockwood, 1967). The consensus seemed to be that success depends more on the person than on his/her academic background, providing, of course, that the requisite knowledge is held about his/her own field. Enthusiasm and a clarity of interest which includes an interest in people were highly rated.

Despite some definite obstacles to their formulation, some promising interdisciplinary courses have been developed. For example, at Wharton County College (Texas), a political science instructor, a sociologist, a psychologist, and a black instructor of English have initiated a new approach to sociology that emphasizes harmonious intergroup relations. This course includes intercultural art, the history of American prejudices, minority literature, etc. (*Developing Junior Colleges*, #100, January 1972). Hesston College (Kansas) has thrown out the old calendar and liberal arts curriculum and now has what it calls a "Foundation Studies Program" which is team taught by 28 faculty members, and which covers the whole two years of liberal arts education (*Developing Junior Colleges*, #96, September 1970).



Attitudes on Instruction

Certain inferences can be drawn about faculty attitudes toward their work from studies of instructional patterning. One nationwide survey found that two-year college instructors in the

humanities are in line with the average in using lecture-discussion as a teaching method, lower in straight lecture-discussion ("Teaching a Typical Course . . . ," 1972).

The controversy over behavioral objectives in two-year college teaching is reflected in statements from humanities faculty members. Insight into at least some English instructors' predilections is provided by Guth (1970) who observes that behavioral objectives are not widely accepted by instructors of English since the goals of English are long-range and cannot be described in terms of skills. On the other hand, Holland (1974) points out that ". . . the philosophy at Southern Oklahoma City Junior College demands that educators tell their students what they will receive in exchange for their time and tuition dollars" (p. 13). At this college instructors have managed to write objectives for history which announce to each student what he will be able to do, not merely what he will think, understand, or know.

A particular attitude that applies to people in many fields — and certainly suggests much about them — is revealed in Hinkston's (1968) statement that most history teachers give objective tests exclusively not because they are best for the student's life but because they are easier to grade. Many of these same instructors choose textbooks not because they will be most helpful but because the teacher, a history specialist, is attracted to the book. As an added inducement, the text may be accompanied by a 'Quiz Book' in which the quick-score items are already composed.

Along this same line, a study of nine Texas junior college freshmen English programs is interesting (Dykes, 1970). Eight of the colleges indicated that they had a stated list of departmental objectives for English composition courses; only one college left this task up to the individual instructor. All nine indicated that their objectives had been revised during the last five years. Forty-five percent of the English faculty surveyed taught traditional grammar; 19.4 percent taught structural linguistics; and 19.4% taught generative transformational grammar. The lecture-discussion was the most popular teaching method (95%); seminars, multi-media courses, and small groups were seldom or never used. But while objectives have gained at least some familiarity, the evaluation of a course by precise measurement of students' attainment, in

one commentator's view, "has not won much support among teachers of the Humanities. There is no reason why it should, because the observable and measurable effects of instruction in the Humanities, and the kinds of gains that one wants most to see in a student of the Humanities rarely lend themselves to visual observation, let alone quantitative measurement" (Larson, 1970, p. 53).

Turning from English and history to another branch of the humanities, Millett (1973) suggests, "Collective effort to establish educational objectives is just not in the pattern of the past performance of departments of political science" (p. 35). Significant rifts between faculty and administration are apparent in several colleges studied, these partially due to opposing views on collective bargaining and partially to differences in educational philosophy. "Many faculty members considered it to be their proper role to enforce some minimal standards of performance on the part of all students. There was a suspicion on the part of some faculty members that administrative officers were committed to a concept of educational experience in which no differences in intellectual capacity or performance were to be acknowledged" (p. 42).

Millett adds that political science faculty typically avoid collective decisions about what is to be taught, and how, and to what purpose. They believe that each faculty member is intelligent and should, therefore, be allowed to offer whatever courses he/she chooses. (Whether students choose to take them or not is another matter). No instructional objectives are developed on a division-wide basis and the faculty in general have little or no interest in evaluation of their instructional procedures. Indeed, their typical response to decreased student enrollment and students' apparent disinterest in knowledge for its own sake is that perhaps more students could be lured by attractive financial aids. And they largely ignore the students because they fail to recognize that student objectives are closely related to employment, social mobility, and the handling of public problems.

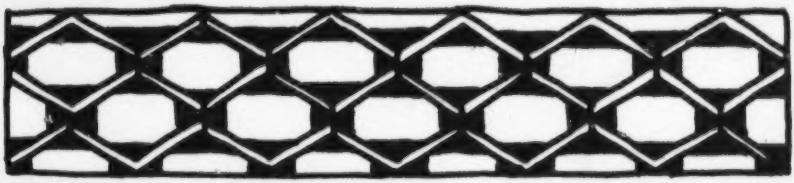
More about instructors' professional functioning comes from a study of introductory art history courses in California colleges. Differences between respondents from 21 community colleges and eight four-year colleges suggested that ". . . the community

college instructors, as a group, consider small class size much more important than do the four-year college instructors. In all cases, the more emphasis the instructor puts on the slide-lecture approach, the less important class size is to him. Obviously, the less discourse that is encouraged between instructor and student, the less need there is to limit class size" (Ohren, 1972, pp. 13-14). Participating community college instructors seemed to be more concerned with conditions of their employment – job security, salary, location of position, autonomy to plan their own courses, and class size – than four-year college instructors. They tended to feel that curriculum is controlled by the "whims and fancies" of students, governing boards, and community pressure groups, and that their positions are dependent on these significant others.

The diminution of foreign language requirements in many colleges has forced foreign language instructors to restructure their courses. In effect, they have been compelled to attract an audience by applying common sense and salesmanship. As a case in point, Moore (1970) claims that a statement of objectives which can be adopted by both universities and community colleges is needed for articulation. Teachers must include the culture of the country whose language they teach in the foreign language courses. And they must also emphasize the country's system of values, what the people do, how they think, and so on. However, according to Watkins (1975), language instructors spend too much time on literature, not enough on the rudiments of the language itself.

Some instructors are developing strategies that are responsive to the needs, goals, and characteristics of the students because:

> It is obvious that authoritarian, lock-step, book-bound language teaching does not work – certainly not in the community junior college. Yet many of us are still caught in this approach, whatever we may say we do, however elaborately we may design our language laboratories. . . . Students were the major impetus to change in education in this country in the 60s, and today are effectively asserting their right to be taught so that they *do* learn, the right to evaluate their instructors . . . and the right to have a responsible share in many, or all, aspects of the educational process of which they are a central part (DeHaggard, 1972, p. 29).



Satisfaction and Other Characteristics

Demographic data and information bounded by geographical areas can provide a better understanding of the humanities faculty with whom we are here concerned. But there is much more that needs to be known. What about their attitudes and values? The degrees of satisfaction they feel with their work? Does the prevailing attitude stem from the person or his situation? Some information is available.

Previous studies on satisfaction, aspirations, and values among community college instructors have especially focused on preferences for certain types of institutions, teaching loads, and salaries. Some reports suggest that a majority of college faculty members would prefer to be teaching in a four-year institution, mostly for reasons of increased status, lighter teaching load and/or a better salary. This trend may be changing, however. Trent (1972) indicates that most of the faculty surveyed in the research cited would prefer to teach in the two-year college, although 30% reported a preference for four-year college or university teaching. (This percentage is inconsistent with the findings of the Hill study (1971) of faculty members in private junior colleges in the South where only 25% of the respondents reported they were strongly satisfied with their jobs.) A study of two-year college faculty in Florida (Mills, 1968) likewise shows that most do not want to leave their current positions. Nonetheless, such data occur in close proximity to findings that two-year college faculty want such things as better salary, more prestige, fewer teaching hours, and greater opportunity to teach their specialty. Mills' study of satisfaction found the factors characterizing the satisfied

groups to be that they were older, had served in the armed forces, were more active in civic and church activities, had experience in lower schools, and had had courses designed to improve college teaching. In short, this is the older established group. They favor open admissions and accept the usual functions of the two-year college.

Determinants of satisfaction among 138 music instructors employed in 64 junior colleges were found to be qualitatively different from sources of dissatisfaction (Wozniak, 1973). Achievement, the work itself, recognition, responsibility, and interpersonal relations with students led to satisfaction. Dissatisfaction stemmed from policy and administration, effect of the job on personal life, working conditions, supervision, achievement, and recognition. Cohen (1975) found similar variance between sources of satisfaction and dissatisfaction among more than 400 faculty members in five states.

Somewhat related to faculty satisfaction is Kelley and Wilbur's (1970) discussion of advantages and disadvantages in teaching. English instructors were reported to be pleased that literature covers virtually everything but they dislike reading, and marking papers, and the lack of time to do a good job, and they reported difficulty in relating the subject to vocational needs. Advantages and disadvantages, as listed by foreign language instructors, included the positive values of fewer students per class, chances to study abroad, and opportunities for outside employment. Disadvantages lay in convincing the administration of the value of foreign languages and, in small communities, the lack of contact with ethnic groups. Music teachers enjoyed close contact with students and the chance to transfer ideals and enthusiasm, purpose, and duty. Disadvantages were listed as the heavy teaching loads and the time spent on rehearsals and performances.

Further information on faculty attitudes is revealed in the NEA Research Division's survey of two-year colleges ("Here's What Junior College Faculties Think," 1971). In response to a question asking whether institutions of higher education should *deemphasize* the usual standards of academic aptitude and achievement for entering students, 35% of the humanities faculty felt these should not be diminished compared to 30% of the so-

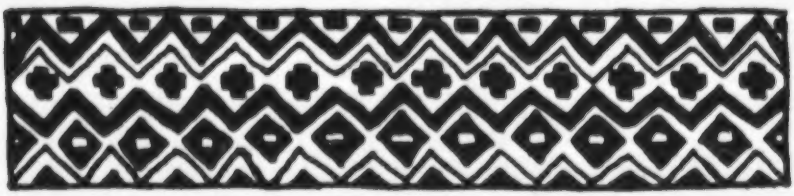
cial science, 45% in vocational areas, 42% in natural science. However, 69% of the faculty in the humanities felt that free public education should be extended through the two-year college to all qualified persons. This is equivalent to the proportions among the social science faculties and higher than those in natural science or vocational-technical areas. Support for expelling students who engage in violence, destruction, or harrassment on campus seems to be highest among faculty in the professional and technical fields (91%), 89% in occupational, 84% in natural science, 76% in social science, and lowest (70%) among humanities faculty. Opposition to the use of the strike by faculty members was lowest among humanities faculty (only 19% felt that the faculty should never strike) as compared with figures ranging as high as 36% among faculty of technical fields.

In most attitudinal areas, commonality is revealed by the ACE surveys of two- and four-year college instructors. The major differences were that significantly fewer community college faculty felt their teaching should lead students "to develop creative capacities" and "develop the ability to pursue research." A significantly *greater* number felt they should "prepare students for employment after college," "develop moral character," "provide for students' emotional development," "develop responsible citizens," "provide the local community with skilled human resources," and "prepare students for family living." One curiosity in these data is that 11% of the faculty in all institutions felt their teaching should lead students "to develop religious beliefs or convictions" while only 7.4% of the two-year college faculty versus 11.8% of the faculty in all institutions felt that the development of religious beliefs was an essential *institutional* educational goal.

Values

These findings lead to the question of values, and some data are available here. Brawer (1971), for example, found differences between people teaching humanities and those in other fields in three California community colleges. Humanities instructors ranked "family security" first of eighteen in Rokeach's (1968) "terminal values" scale, whereas this value was ranked no higher than fourth by any other group. They also ranked "World of peace" higher than the others. Values achieving *lower* rankings among humanities faculties included "Happiness" and "Sense of accomplishment." On instrumental values the humanities group ranked "Capable," and "Responsible" higher; "Broadminded," "Honest," and "Intellectual," considerably lower.

Actually, much consistency appears in attitudes and values between two- and four-year college instructors, and since both are drawn from the same social stratum this is not unexpected. As O'Banion (1972b) points out, "the typical community-junior college faculty member is a 31 to 50 year old middle-class white male whose previous work experience has been in the public schools or in business and industry. He has a master's degree in his subject area. His course work has been taken at four-year institutions exclusively; it has seldom included the study of the community-junior college. This lack of experience in the academic field and in work is compounded by the faculty member's relatively recent entry in a community-junior college position that he may have found by chance in his local region" (p. 55).



In Sum

Two-year colleges do not seem to be proving to be the pot of gold at the end of the graduate school rainbow. Holders of doctorate degrees may find difficulty in obtaining positions because they are priced too high. Part-time faculty paid at a relatively low hourly rate are being employed in increasing numbers. The preparation sequence leading to a specialized competence is frequently seen by instructors and employers alike as inappropriate for the tasks of teaching in an open-door institution. Those who do gain positions may well find themselves teaching in an unfamiliar subject area.

Nevertheless, opportunities to create a satisfying professional life do exist in two-year colleges. Opportunities are opening for constructive in-service training. The major foundations and federal funding agencies are becoming increasingly aware of faculty in these institutions. And, most important, a professional consciousness is developing within the faculty as they form their own subgroups within the major disciplinary organizations and seek to take control of the conditions of their work.

Appendix

Indexes searched for studies of two-year college students, curriculum, and faculty in the humanities.

Title of Index	Years Searched
Abstracts in Anthropology	2/1971-11/1971
Abstracts of English Studies	1/1968-12/1973
Abstracts of Folklore Studies	Spring/1965-Winter/1972
America: History and Life	1965/66-1973
Art Index	11/1963-4/1974
Articles in American Studies	1954-1968
Catholic Periodical Index	1/1965-12/1966
Catholic Periodical and Literature Index	1/1967-6/1974
Current Index to Journals in Educaion	1/1969-7/1974
Dissertation Abstracts	7/1966-6/1969
Dissertation Abstracts International	7/1969-6/1974
Education Index	7/1967-6/1970
Essay and General Literature Index	7/1970-6/1974
Handbook of Latin American Studies	1973
Historical Abstracts	1965-1973
Humanities Index	6/1974
Index to Jewish Periodicals	6/1966-6/1973
Index to Legal Periodicals	9/1964-7/1974
Index to Religious Periodical Literature	1/1965-12/1973
International Bibliography of Social and Cultural Anthropology	1965-1971
International Political Science Abstracts	1965-1973
LLBA: Language and Language Behavior Abstracts	7/1970-12/1973
Masters Abstracts: Abstracts of Selected Masters Theses on Microfilm	3/1966-3/1974
Masters Theses in Education	1966-1973
MLA International	1966-1972
Music Index	1/1965-6/1973
Philosopher's Index: An International Index to Philosophical Periodicals	1967/68-Spring/1974
Readers' Guide to Periodical Literature	3/1965-7/1974
Religious and Theological Abstracts	Spring/1965-Summer/1974
Répertoire Bibliographique De La Philosophie	2/1965-2/1974
Research in Education	11/1966-7/1974
Social Sciences and Humanities Index	4/1970-3/1973
The Junior and Community College Faculty: A Bibliography	1968-1969
Women Studies Abstracts	1972-1973

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